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What's

NEWS

Rhode
Island
College

VOL. 1 NO. 17 JANUARY 19, 1981

Convocation, Conference:

Activities Open New Year, Semester

An opening convocation for faculty and staff and an all day conference of administrators were the focus of the college's preparations for the opening of the new semester.

President David E. Sweet addressed the convocation which took place at 10 a.m. on Thursday, January 15, in Donovan Dining Center, outlining concerns and priorities for the remainder of the academic year and drawing attention to accomplishments in various areas.

Paraphrasing the classic comic strip, *Pogo*, he spoke of the restricted resources of which the state and college must be conscious as they look ahead. He reiterated a statement he made in August, 1978 at the college's opening convocation.

He said, "at that time, as always, I am sorry to say, I indicated that our finite resources, budgets, dollars,

*'We found our resources
and they are us!'*
-Sweet

supplies and equipment, were going to be insufficient to allow us to do the work we hope to do. It was only through the use of our infinite resources, the individual and collective intelligence, wisdom, diligence, loyalty, wit, joy, persistence and love which all of us possess that Rhode Island College can be. There are no limits on these resources, indeed as I reflect on it, it may even be that finite resources are chimerical, that all we have is ourselves. To paraphrase *Pogo* and even to change his mean-

ing, 'we have found our resources and they are us'."

Citing statistics presented by James Mahoney, fiscal advisor to the Rhode Island Legislature, at the all day administrative conference held on Monday, January 12 in the Faculty Center, Sweet underscored the funding constraints under which higher education is now operating.

Mahoney had pointed out to the assembled executive officers, department chairs, deans and directors, that if the state's budget is allowed to

grow by the normal eight percent for fiscal '82-83, approximately \$30 million of the \$90 million increase that will mean cannot be funded from state revenues as now structured. Mahoney also observed with candor that education is no longer the highest priority of the State of Rhode Island.

Sweet noted the comments from the state official and explained that the need for dramatic improvements in corrections, mental health and rehabilitation, delivery of services to children and their families and the like has reduced the extent to which decision makers feel they are able to support education. Sweet added that the impact of rising utility and energy costs is further eroding the resources of institutions.

"One impact of the emerging (Continued on p. 6)

Like Love:

Education Can Be Better 2nd Time Around

by Laurence J. Sasso, Jr.

The staves of a music score and the column rules of an accounting ledger aren't all that different in appearance, but in Nancy Carroll's career they have proved to be as dissimilar as a sonata and a trial balance.

A recent graduate of Rhode Island College, Mrs. Carroll of Roosevelt Street, Warwick, has spent several years of her life immersed in both accounting and music, so there is an informed basis for comparison. For her, picking notes on a guitar surpasses picking through columns of figures. She knew it soon after she earned an accounting degree from the University of Rhode Island 20 years ago. In the last couple of years RIC helped her take the steps necessary to shift the focus of her education to match her changed ambitions.

When she graduated from URI two decades ago, Nancy Carroll followed a pattern typical of the times. She "got married right away" and began raising a family. Four sons were born to her and

her husband, Ray, in four years and her days were filled with the obligations and tasks of child-rearing. She didn't use her accounting training in the workplace. In the meantime, she "fell in love with the guitar along the way".

When her children reached school age, she began taking lessons. "Peter, Paul and Marry and all the folk singers were around and I was fascinated by people who could tell a story with song," she recalls. "I thought if I was going to do this, I should do it right."

She began taking guitar lessons with Tom Greene who taught at RIC at the time, and she also began to study composition in Boston with Dr. Hugo Norden.

"It's like dope - like an addiction," she confides. "You can't leave it alone. There's just no end. I realize that now I'm hooked and that's it."

Her decision to return to college and earn a second bachelor's degree which would fit her changed direction was made with some trepidation. She had

(Continued on p. 6)

Hardy: Dorm Addition
'One Step Closer'

Construction of a 183-bed addition to the Browne Residence Hall to meet critical student housing needs "moved one step closer to reality" on Dec. 18 when the state Board of Regents voted unanimously to issue \$3-million in notes as the initial financing for construction.

"This approval by the Board culminated six months of intensive and cooperative efforts by college personnel and staff of the Department of Education to find an economically sound solution to the housing problem despite the inflation of construction costs and the rapid rise in the cost of financing," reported Donald P. Hardy, special assistant to the president.

Hardy said notes were sold on Dec. 26 and preparations are underway for the sale of the bonds which will be the method of long-term financing.

"Every effort will be made to sell the

bonds at a time when interest rates and borrowing terms are more favorable than they are presently," said Hardy.

The college's request for the assignment of an architect to the project is now being processed by the state, according to Hardy.

He said that early action is being encouraged so that working drawings and specifications can be available soon so as to take advantage of a favorable construction climate.

"It is essential that bids for construction and other costs be kept within the available funding as it is impossible to increase that budget since the authority of the Regents to authorize construction financing expired on Dec. 31," Hardy explained.

A final decision regarding the construction is anticipated late in the spring when bids are received and financing costs are known.

Can't Read
and
Feel Helpless

by George LaTour

"It's embarrassing."

"I feel so stupid and helpless."

These are typical comments from "some pretty courageous people" who have never learned how to read but who are now taking - of their own initiative - basic reading instructions offered by Rhode Island College's Adult Academy of Basic Skills.

"They're courageous enough to come in and put themselves in an academic situation which they have failed at before," notes Dr. Marilyn Eanet, co-director of the academy, adding, "I don't know if I could put myself in that situation."

Over 100 Rhode Islanders - termed "people in the average range of intelligence" - have availed themselves of the one-to-one tutoring by volunteers in one-to-two-hour sessions arranged mostly to suit them at four sites within a seven mile radius around Providence.

"They are average people, many of whom have been successful in business and other areas, to say nothing of their success at coping in a world guided by reading," said Eanet.

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NANCY CARROLL finds making music more satisfying than making accounts balance. RIC helped her shift her focus from numbers to notes.



Notes From Bernadette

by Bernadette V. Small

Friends and colleagues of Eleanor Skenyon, assistant principal at Henry Barnard School, will be happy to know that Eleanor is back at work after experiencing a fire over Christmas which destroyed her home.

Gerald Russo, a program analyst in RIC's Computer Center, is at home recuperating nicely after spending some time in St. Joseph's Hospital following lung surgery on Dec. 12.

Mrs. Yolanda Leonelli, chief nurse in Health Services, retired early in December after 14 years of service to the campus community. We wish her well in her retirement.

Our sincerest condolences go out to *Dr. James Rubovits* of the department of psychology upon the death of his father in Chicago on Dec. 28.

We are saddened also to hear of the death of *Prof. Myrl Herman's* brother in Illinois early this week. Professor Herman is with the department of elementary education.

Dr. Lawrence Lindquist, professor of anthropology/geography, is in satisfactory condition in Rhode Island Hospital.

Named To Boston Univ. Board

Dr. Ridgway F. Shinn, Jr., professor of history, has been elected to a three year term as a member of the Boston University Board of Visitors of the School of Theology.

Announcement was made of the prestigious appointment by John R. Silber, B.U. president.

Professor Shinn is a member of the standing committee dealing with academic programs of the theology school.

Some 17 visitors boards at B.U. give direction to individual schools, programs and departments, and include in their memberships such familiar names as Luci Baines Johnson, Betty Davis, Bradford Morse and others well-known in their respective fields including some Nobel prize winners.



WHAT'S NEW(s) at RIC

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Fellowship, Research, Program Support Deadlines

REMINDER! REMINDER!

The *Local Course Improvement Program for Undergraduate Science Education* supported by the NATIONAL SCIENCE FOUNDATION has a FEB. 15 deadline for receipt of proposals.

Awards are made for short-term concentrated efforts to improve undergraduate science instructional programs. (Eligible fields include the mathematical, physical, biological, behavioral and social sciences.)

LOCI grants provide up to \$30,000 for projects involving any undergraduate instructional activity in science including single or combined courses or discrete parts of courses. These may be designed for science majors, non-science majors, or for students preparing for careers as teachers.

The NATIONAL ENDOWMENT FOR THE HUMANITIES *Consultant Grants* have a MARCH 1 deadline. Consultants are selected from an NEH register to assist institutions in the development of humanities programs.

MARCH 1 is also the deadline for another NEH Program, *State, Local and Regional Studies*. Support is available for *research* projects that explore the relationship of national or regional affairs to state and local communities, and that develop new knowledge about a state and local community's significance.

The NATIONAL SCIENCE FOUNDATION'S *Science in Developing Countries Program* is offering Research Participation Grants which allow U.S. Scientists to engage in research projects in developing countries. The program

deadline is MARCH 1.

Research on children, adolescents, the family, juvenile delinquency, sexual dysfunction, social mobility and other social problems is supported by the *Applied Research Program of the NATIONAL INSTITUTE OF MENTAL HEALTH*. The next round of proposal submission has a MARCH 1 deadline.

Also from NIMH, the *Behavioral Sciences Program* is responsible for fostering research in the following four areas: psychology and cognition; experimental psychology; neuropsychology; and social sciences. Research proposals to the Behavioral Sciences Program should focus on the basic processes underlying normal and abnormal behavior. MARCH 1 is the deadline for proposal submission.

Two *Mental Health Services* programs at NIMH have MARCH 1 deadlines. *Mental Health Service System Research Grants* focus on understanding the structure, functions, and resources of the U.S. mental health service system; and providing information for developing and implementing policy affecting services. Research support for the initiation of new mental health service models and improvements to existing programs is handled through the *Mental Health Services Development Branch*.

The *Public Understanding of Science Program* is seeking preliminary proposals for a FEB. 1 deadline. The program attempts to improve the quality and scope of the informal scientific experience of all citizens so that they better

understand the scientific and technological aspects in personal choice issues and issues of public policy. This NATIONAL SCIENCE FOUNDATION program has also June 1 and Oct. 1 deadlines for preliminary proposals.

The AMERICAN ASSOCIATION OF COLLEGES has announced a new program to support education of minority students. Proposals to the *Minority Achievement Program* should address one or more of the five areas of concern:

1) How can motivation of minority students be enhanced and strengthened?
2) How do we develop better intercultural understanding and improve academic and personal advising skills in our faculty and staff?

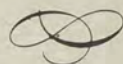
3) How can cooperative programs between 2 and 4 year institutions improve the opportunity for minority students to go beyond the associates degree?

4) How can we improve the opportunity for minority students to move into career fields in leadership positions?

5) How can new types of outreach programs and/or admissions procedures open educational opportunities to competent students with unrecognized potential?

Grants will range from \$1,000 - \$10,000 and deadlines for review periods are Feb. 13, and Sept. 18 for 1981.

Please call the Bureau of Grants and Sponsored Projects, Extension 8228, for applications and guidelines, or for additional information.



Can't Read

(Continued from p. 1)

Ramifications are Frightening

Some of the things they've had to cope with include not being able to read the instructions on a bottle of aspirin; not being able to read simple road signs; not being able to fill out a job application.

The ramifications of not being able to read just the examples noted above are frightening: a mistake at the medicine cabinet could cost you your life; finding your way in strange places would be exasperating; loss of a job opportunity because you couldn't read the application is frustration itself!

"These people (many of whom Eanet ranks as 'definitely being in the middle class' of society) have to depend on others. They're embarrassed and very worried about being discovered," said the co-director who shares the responsibilities of the academy program with Barbara Goldstein of Cranston.

Why Can't They Read?

"The people coming into the program are from a very diverse population. Ages run from 16 to 76 from all kinds of families," noted Goldstein.

One wonders: why can't these people read?

"You can't entirely blame 'the system,'" says Goldstein, referring to the educational system.

"Many blame themselves," assures Eanet.

Basically, "there's just lots and lots of reasons," confirmed Eanet who holds a doctorate in reading education from the University of Missouri at Kansas City and is considered an expert in this field. Mrs. Goldstein holds a master's degree in social work from Boston University and serves as the expert in student recruitment and retention. In addition, she acts as the link between the academy and the community in her role as liaison specialist.

The co-directors attribute some of the "reasons" to: many having moved around a lot as children (with their families) with the result they kept changing schools; others had been very quiet in school, unnoticed by teachers; some had learning disabilities as children but have them no longer, some were just not motivated to learn.

Continual Self-improvement

Their levels of reading ability usually run from zero to the fourth (grade) level. The academy would like to get all of them to at least the level of fourth or fifth "so they can assimilate as much as the next guy."

Hopefully, they will eventually reach a level of comprehension that would enable them to take adult courses such as those offered by Adult Basic Education through the Urban Educational Center (UEC) in South Providence and other community-based programs.

Some may take more advanced courses resulting in obtaining their high school equivalency diploma and conceivably go on to college-level courses - all aimed at continual self-improvement.

They set their own goals," assured Goldstein. "Initially, the goals might be simply to be able to read bank statements."

We Need Tutors

The problem they have at the academy, pointed out the co-directors, is tutors: "We need tutors!"

Volunteer tutors need not be professional educators or "even high school graduates," assures Goldstein. "We would be happy with volunteers who just like to read and are willing to learn how to teach others to read."

"With so many undereducated people looking for an opportunity to learn to read, we need all the tutors we can get," affirmed Eanet.

(Continued on p. 3)

OIC Offers 'Second Chance'

How does one become an office clerk if she or he can't properly fill out telephone message forms? Or, become a welder if he or she can't read job specifications?

These and other problems concerning the lack of skill in just the basics of reading and simple math have held back more than one otherwise normally intelligent but undereducated Rhode Islander.

It need not be the case any longer, however.

RIC's Adult Academy of Basic Skills through its energetic Kay Camperell offers basic skills instruction at the Opportunities Industrialization Center of Rhode Island (OIC) at 1 Hilton St. in Providence every Monday through Thursday mornings for low income or unemployed youths and adults whose reading or mathematics skills are below the entry requirements for training in new skills as offered by the OIC.

The program offers prevocational basic skills training in reading, mathematics and even writing for individuals targeted by the OIC and the Providence CETA.

They are "targeted" if they have failed to pass a basic skills test encompassing reading and math which determines if they are capable of taking specific training to learn new skills.

If not, they are referred to Kay or her assistant, Terry Crocker, who provide individualized instruction to help them become qualified to learn the desired skill.

The program differs from traditional remedial programs as its goal is to prepare students to function in specific vocational areas and not necessarily to improve their general reading or math skills," noted Kay.

"At the present time, the OIC requires students entering their programs to be reading above the 9th-grade level. A few students who are reading at about the 6th-grade level are also admitted to the program. However, most students reading below the 6th-grade level are not considered eligible for vocational training," said Kay, but are eligible for the prevocational basic skills program.

(Continued on p. 3)

Can't Read

(Continued from p. 2)

"We have two potential students (processed and on waiting lists) for every tutor," said Kathleen R. Hayes of Warwick. She is the tutor instructor and volunteer coordinator for the academy. She holds a master's degree in reading from RIC. "All we ask is if a person likes to read, has a couple of free hours each week and likes working with adults - then they qualify as tutors," confirmed Hayes.

Trained 150 Tutors

Tutors are given 12 hours of training and are asked and expected to commit themselves to tutoring for at least 30 hours. Many of the students continue receiving instruction in reading long after 30 hours of tutoring has lapsed and many with the same tutors who frequently continue to tutor long after their initial commitment is met.

So far the academy has trained 150 tutors of which 80 are still active. Tutor training consists of instruction in the techniques and methods of teaching basic reading to adults, films showing how it's actually done, and practice among the tutors with one another.

Reaction among new tutors after their first few tutoring sessions with students is usually one of surprise, said Hayes: "Gee. The program really DOES WORK!"

Of course, seeing it "work" brings great satisfaction to the tutors, assures Hayes, "satisfaction in watching someone learn."

And, when one has decoded the meaning of the printed word and begins to read...well, the results can be astonishing.

He Was Stunned

One man reported that he customarily went to a storage area for a cigarette break at his place of employment. He had noticed the large red signs all around before but, not being able to read, paid them no mind. The first time he went back there to smoke after learning how to read he was stunned. The signs read: "DANGER - FLAMMABLE MATERIALS - DON'T SMOKE."

Needless to say, he now takes his cigarette breaks elsewhere. Such examples of revelation for the new adult reader are virtually endless as are the joys, including that of a new-found feeling of self-sufficiency.

Must Demonstrate Progress

Second Chance

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"That is, students whose performance on a standardized test indicates they are reading between the 4th-6th-grade levels will be eligible for the prevocational program."

"Students found to be reading below the 4th-grade level may be referred to the tutorial service of the adult academy for functional literacy training," she said.

The OIC offers vocational training in 10 areas such as word processing, fiscal operations, welding and general clerical skills.

At this early stage of the academy's participation - "We started Nov. 17. We're very new," - their program is limited to basic skills instruction for those intending to learn office skills.

"I have to sit in on the OIC welding classes and do a lot of reading on my own to be able to teach them how to do academic tasks related to welding," noted Kay.

As the program develops she and Terry will familiarize themselves with more and more of the trades offered by the OIC to be able to accommodate the needs of their students.

"You can't very well talk specifics in welding - even at the beginning level - if you've never been exposed to it yourself," points out Kay who also works at the Urban Educational Center

a portion of the time "to get volunteers for the academy tutoring programs."

The OIC component is an integral part of the academy's overall program which has recently been funded by the federal Department of Education.

Kay said that in addition to the morning classes, they hope to institute evening classes to be able to draw some of the men in the community who may be under-employed.

At present there are five people in the program. Ages range from the 20's to the 40's and most of these are "displaced homemakers." They would like to see at least 15 or 20 people participate.

As with other tutoring programs in the academy, the OIC-based program will teach their students for "as long as it takes" to do the job.

"Currently, many students who are eligible for CETA funding are not accepted into vocational training programs because they lack basic skills.

"Through the prevocational program, we hope to recapture many of those students and to help them enter and succeed in a vocational training program," said Kay.

"Operation Second Chance" as it is sometimes referred to is, then, both a second chance to learn a new skill and, in learning a new skill, a second chance to succeed.

Last academic year the academy, then known as the Rhode Island Adult Reading Academy, was funded for one year to provide tutoring in reading only.

This academic year they've received federal funding for the first year of a four year grant by the Department of Education with the stipulation that to re-qualify each year for the full four years they must demonstrate progress toward achieving certain goals as the expanded academy of basic skills.

The goals - already attained to a large degree - are:

- to provide instruction in writing and mathematics in addition to reading;
- to establish four "primary satellites" within a seven mile radius around Providence (they now operate satellites at the RIC Campus, the UEC, the Pawtucket Family YMCA and the Cranston Adult Learning Center);

- to establish "secondary satellites" at which volunteers and staff will be trained and encouraged to train others (two have been established already at the East Greenwich High School and the Providence Public Library, Washington Park and South Providence branches);

- to establish prevocational basic skills training and supportive counseling for unemployed and low income youths and adults to enable them to overcome deficiencies in reading, math or other basic skills which prevent them from learning a specific trade at the Opportunities Industrialization Center of Rhode Island. (See related story on p. 2)

An Outstanding Aspect

An outstanding aspect of the academy's varied programs for the "large underserved population" is that the undereducated students can take as much time as needed to accomplish their goals whether it be to read, write or do basic math.

"They can stay in the program for two years if necessary. It's hard to say how long it will take," said Eanet. It depends on the person and on the goals.

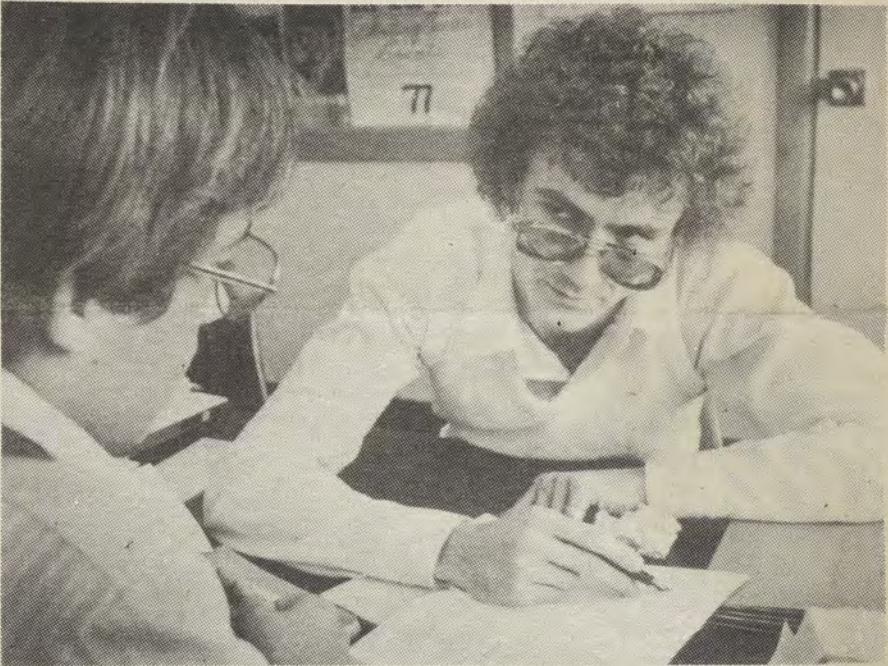
"It's very hard to believe how many people need this kind of help," said Goldstein. She noted: "Literacy is an especially critical social problem in Rhode Island which ranks 40th among the 50 states in proportion of undereducated citizens."

And, as the co-directors are careful to point out, it is a misconception to assume this rate is high because Rhode Island has a large number of immigrants.

The fact is, most who have come to the academy for help have been English speaking natives who attended or even graduated from local schools.

They're average people many of whom you meet daily - the guy in the next house, the woman across the street, maybe a close friend.

As Eanet put it: "They're not 'THOSE PEOPLE.' They're one of us."



TUTORING Rhode Island's undereducated in reading is one of the goals of RIC's Adult Academy of Basic Skills. Language Experience Approach to Reading is part of the method used by tutors. It reasons: what I think I say; what I say can be written down; what is written down can be read.

Focus on the Faculty and Staff

Dr. Elizabeth Rowell, associate professor of elementary education, made a presentation entitled "Small is Beautiful - Simple Ideas for Incorporating Solar Energy in the Classroom" before the National Council of Social Studies in New Orleans in November. She also spoke at meetings of the New England Reading Association and the New England Environmental Education group. Her co-authored article, "Don't Accept Imitations - Simulation Games Mean Real Learning," appears in the November issue of *Early Years*.

Dr. Joan Glazer's book, *Introduction to Children's Literature*, has won a certificate of excellence from the American Institute of Graphic Arts. Glazer is professor of elementary education.

Dr. Terence L. Belcher, associate professor of psychology, recently attended a press-sponsored research conference on "Legal Challenges to Behavior Change Programs" in Washington, D.C.

Dr. Audrey J. Crandall, associate professor of elementary education, spoke on "Helping Your Child Be a Better Learner" at the annual Parents' Night at an Attleboro nursery school.

Dr. Victoria Lederberg, professor of psychology, took the first "Legislator of the Year" award given by the Rhode Island Library Association at its recent annual meeting in Newport. She was cited for her leadership and support of libraries and library services.

Dr. Clyde C. Slicker, professor of elementary education, gave a talk on "Teaching Skills for Adult Education" at the first New England Teachers' Seminar in Providence in November. Some 100 teachers of cosmetology attended the Clairiol-sponsored seminar.

Dr. Timothy L. Walter, associate professor of psychology, co-authored a paper on "Teaching Students How to Work with Instructions" which he presented at the National Orientation Directors Association meeting in New Orleans in November.

Dr. James D. Turley, associate dean of the School of Education and Human Development, recently served on the NEASC accreditation team that visited Keene State College in New Hampshire.

Dr. M. Alice Grellner, professor of English, served on three panel discussions in Cumberland on the pros and cons of transitional bilingual education in November.

Dr. Kenneth R. Walker, associate professor of secondary education, recently served as a consultant to the American High School teachers in Nuremberg, Germany.

Charles E. Lawton, director of the Early Enrollment Program, was recently interviewed on radio station WEAN's award-winning "Live Line" to discuss that program in its pilot year. The invitation stemmed from an article in *What's News* under the headline "A Cure for Senioritis?" which was published in the Oct. 27 issue.

Dr. Ellsworth A. Starring, associate professor of elementary education, has completed the compilation of the book catalogue of science instructional materials in the curriculum resource center.

David C. Woolman, associate professor of curriculum resources center, has had a second printing made of his monograph, "The Social Functions of Iranian Education: An Historical Survey Related to the Current Political Crisis."

Dr. Crist H. Costa, associate professor in administration and curriculum, gave a presentation entitled "Qualitative Education" at the Conference on Evaluation in Milwaukee on Dec. 8.

Dr. Steve C. Imber, associate professor of special education, has published two articles in the November issue of *Behavioral Disorders*. One, co-authored by Robert DeMagistris, a former special education master's student, is concerned with the effects of the Life Space Interventions on academic and social performance on behaviorally disordered children. It was originally presented at

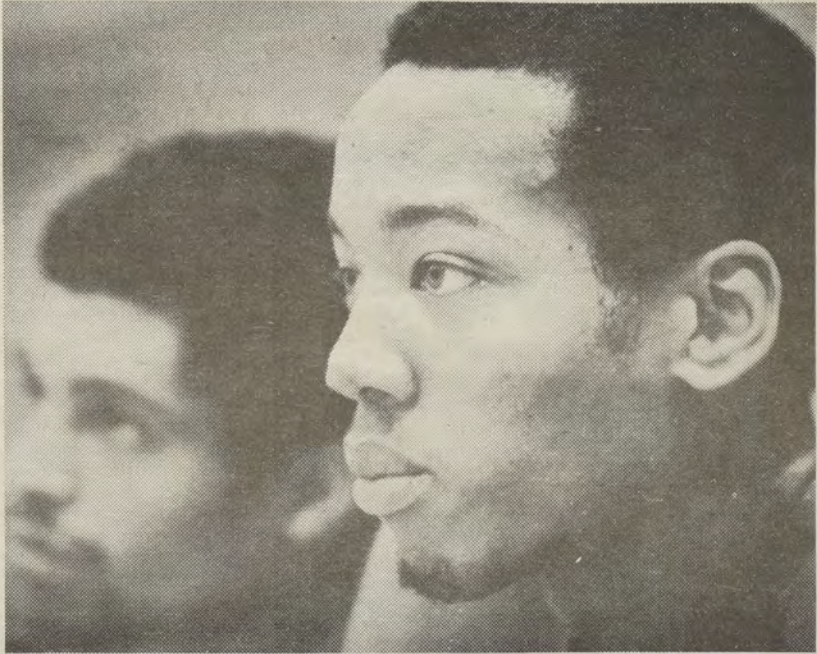
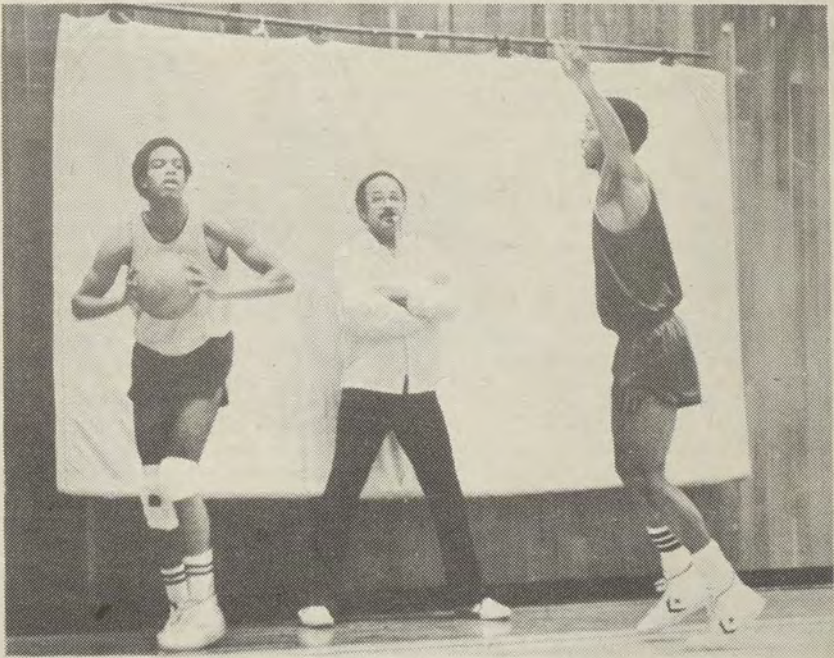
the 57th annual International Council for Exceptional Children Conference in Dallas last spring. The other article is entitled "Organizing Regional Conferences: Practice and Philosophy" which concerns the establishing of regional conferences for professionals and parents of children with behavioral problems.

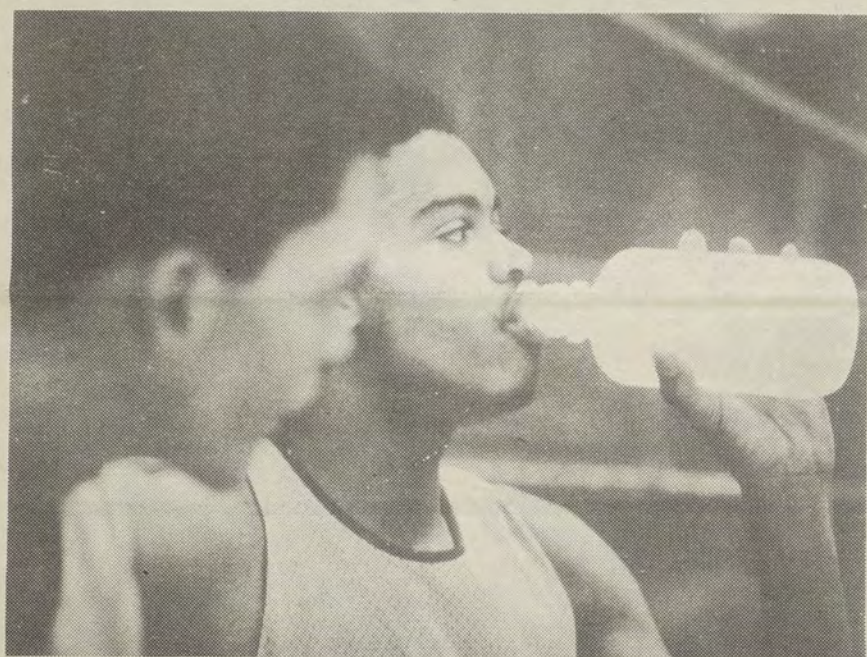
Louise S. Sherby, head reference librarian and assistant professor in the library, had an article reprinted and an essay published in *Essays from the New England Academic Librarians' Writing Seminar* edited by Norman D. Stevens (Scarecrow Press, 1980). The article, which was published originally in the November 1978 issue of *The Journal of Academic Librarianship*, is "Academic Librarian: Librarian or Faculty Member?" The essay is entitled "Academic Librarians and the Peer Evaluation Process."

William A. Small, associate dean of graduate studies, has been selected to serve on the Editorial Advisory Committee of *Exceptional People Quarterly*. Theory, research and practice concerning all classifications of exceptional children will be covered in this interdisciplinary journal which is now accepting manuscripts for publication. The APA Style of Writing will be followed. For additional information call Dean Small at 811.



Photos
by
Peter Tobia





Anchormen

The Anchormen might well be considered a team of adversity this year as they struggle with a 1-11 record. But, if the efforts - superhuman at least - of this dedicated dozen under the guidance of Jim Adams, head coach, don't eventually pay off, then the old maxims no longer stand: that success follows hard work and all good things come to those who wait. Injuries and academic problems haven't helped the cause but determination has grown and HOPE DOES SPRING ETERNAL!



(Continued from p. 1)

priority of other state departments for state funding has been the Board of Regents share of the state budget has declined from 34.1 percent in 1974-75 to 32.8 percent in the current fiscal year," Sweet said. "Because so much of the Board of Regents budget is obligated by statute, for example, aid to municipalities, the support for higher education (within the budget) has diminished also."

He went on to note that tuition at the college has risen dramatically in the last four years - a total of 32.9 percent. He called it an impact that must be closely monitored. "While our tuition is still, in my judgement, reasonable, we must assert every effort to insure that increases do not place the cost of a Rhode Island College education outside the means of our students," he said.

Balancing his assessment of the state of the college as it enters the '80's, Sweet stressed that the last 20 years in American history have seen a growth and sharing in higher education that is unprecedented. "Less and less do we view higher education as the refuge of the privileged and increasingly this nation has recognized that a system of mass higher education is essential to our political freedom and our economic security. The '80's will not represent a time for reversing that philosophy," he said.

"The end of growth does allow all of us in higher education to understand and consolidate our work. We are incorporating the perspectives of the '60's and '70's with our historic understanding of the teaching/learning process. In doing so, we have informed our historic commitment to excellence with a commitment for quality of access and opportunity and we understand that our commitment to quality is meaningless without demand for excellence," he observed. "This college is a good place to learn and to teach and it will remain so during this decade."

In the address Sweet pointed also to accomplishments of recent months. He discussed the college's role and mission statement, presented to the Regents for adoption. It is expected that the Regents will very soon adopt such a statement which Sweet believes that he and the RIC community will find acceptable. He also anticipates that the board will shortly present a series of proposals designed to eliminate "existing and future controversial program overlap among the three institutions (of post-secondary education)".

Sweet also spoke to the possible reorganization of the Board of

Regents which has been predicted in the media of the state. A bill calling for such reorganization is expected to be introduced in the legislature this spring.

Sweet said that while he is not "foolhardily prophetic enough to predict the outcome" of the bill, it is his present intention to oppose any feature which denies the college presidents appropriate access to the Board of Regents.

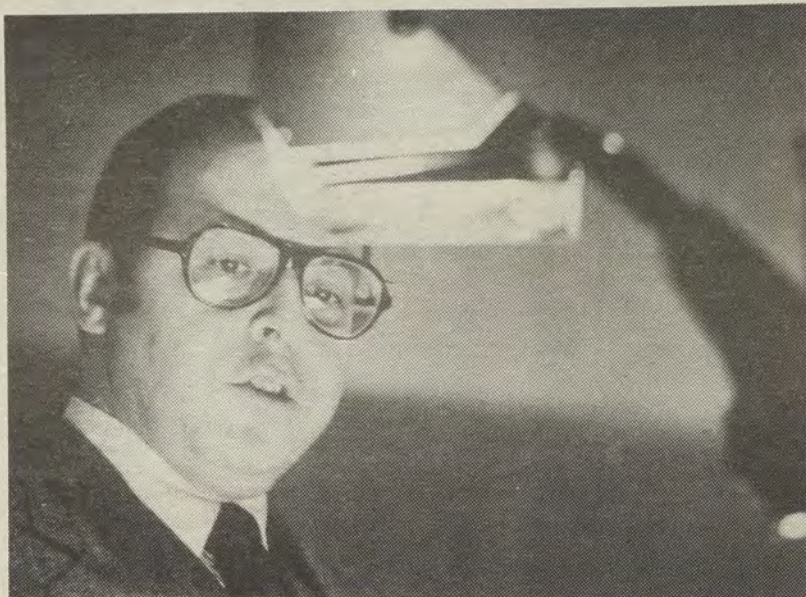
In noting other accomplishments Sweet alluded to the approval for an addition to Browne Residence Hall, the revision of the general education curriculum, encouraging enrollment statistics for the fall semester, the advances made by the Academic Advisement and Information Center, and the evolution of *What's News at RIC* into what he characterized as a "first-class communications vehicle."

Much of the fiscal overview which was contained in the talk at the Thursday convocation was presented and discussed in detail at the all day conference attended by approximately 60 administrators on Monday, January 12. Speaking to the group about the state budget was Mahoney. Presenting an overview of the education budget was Dr. Kenneth Mellor of the Rhode Island State Department of Education.

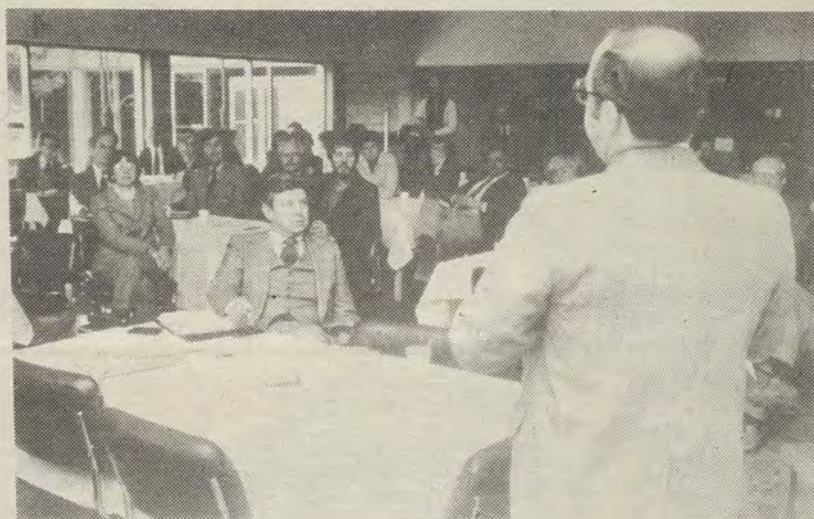
Both officials stressed the restricted nature of resources for higher education. Mahoney saying that "it's no secret the fiscal situation is not bright," presented a view of the state's financial picture.

He pointed out that the state sales tax is down, with auto sales leading the decline. Normally auto sales taxes amount to 20 percent of the entire sales tax revenue. Currently the figure is between 12 and 14 percent. He pointed out that consumer confidence is lacking and that state hopes to remain in its budget for the current fiscal year but that "it will be close."

In response to a question from the group, Mahoney characterized the sort of advocacy for education which has the best impact on the legislature. Warning against "blood and thunder" entreaties and a flamboyant style, he singled out the college's Acting Director of Development and Legislative Relations, William Baird as an effective advocate. Mahoney said that helpfulness and a modulated approach were more likely to be beneficial and said that RIC through Baird and John Foley, Executive Director of College Advancement and Support, practice the low key, "soft sell" approach with good results.



DR. KENNETH MELLOR of the Rhode Island State Department of Education was on the program when the college's administrators gathered for a conference to gear up for the opening of the spring semester. He presented an overview of the state's education budget illustrated by overhead projections of graphs and charts. The conference took place January 12 in the Faculty Center.



2nd Time Around

(Continued from p. 1)

worked awhile and saved some money to help defray the cost of her oldest son's college education. When he decided to take a year off to re-examine his goals, she realized that it was "her chance" to do what she had been contemplating.

"You know, for a woman going back it can be frightening," she observes. She met with Dr. Robert Elam and Dr. Philip McClintock of the music department and they helped smooth the way for her to enroll in the BA in music program. She successfully completed the program last June and is now a graduate student. "I was amazed at how kind they were," she says, reflecting on the help she received. "The two years I was at RIC I was on a high."

"When I went to URI, I think maybe I was in the wrong field," she explains. "Every woman in my family had been a teacher and there was no way that I wanted to be a teacher. Now that I'm at Boston Conservatory (as a graduate student) that's exactly what I want to do," she points out with a chuckle. Then to underscore her point she quotes some lines from Francis Thompson's "The Hound of Heaven".

Reflecting further on her experience as an undergraduate student for the second time around, she notes, that she perceived no age barriers in her interaction with other, younger students.

"The kids are super. It was a joy. Now I have gone on and all the tests I have had to take, all of the entrance exams, were no trouble because of the education I received at RIC. The music department (at RIC) is just trying awfully hard (to help)."

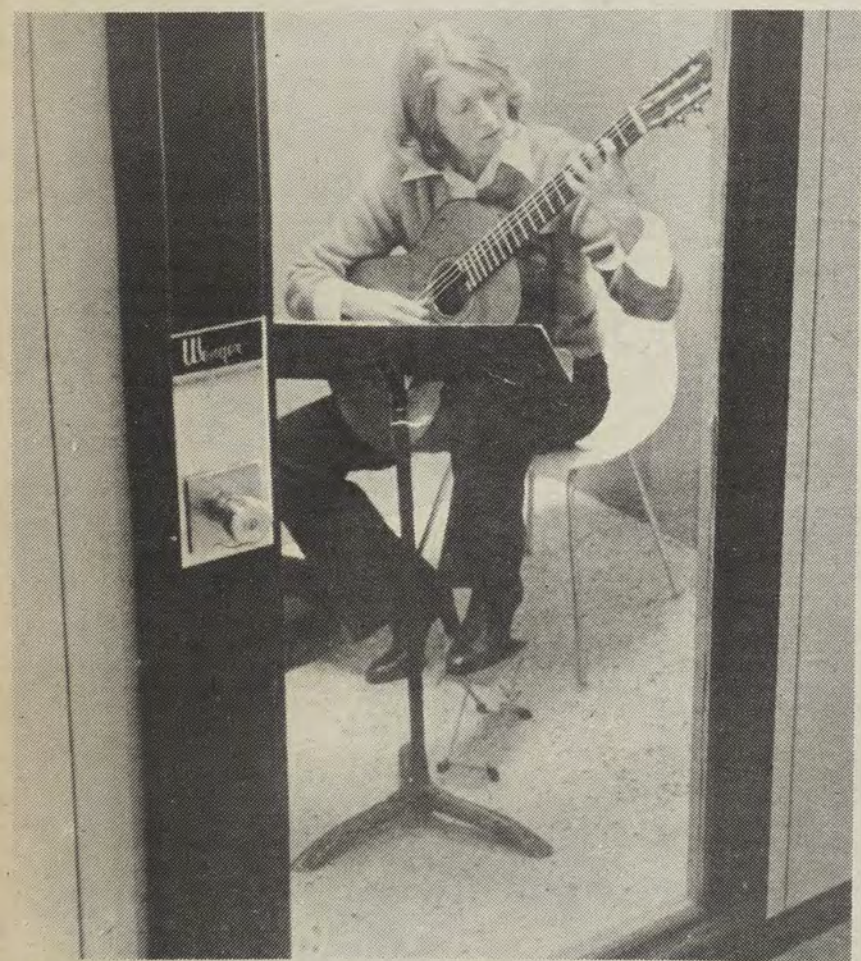
Now majoring in composition, Nancy

Carroll is in the master's degree program at The Boston Conservatory of Music. (She says that she "misses RIC very much"). She would like eventually to be able to teach on the university level. She has become interested in the history of music and would, perhaps, like to teach in that area.

The choice is a cause for some self-directed humor. History, she admits, had always been her "worst subject." She says that she "avoided it like the plague." Finally, while at RIC she "gripped her teeth" and took the course. The instructor was Professor Raymond Smith. "I sat there like a sponge in that class," she says with a laugh. "Now I love it." For her the evolving absorption in the history and theory of music had meant that she takes a larger view of the study of music. Her pursuit of the guitar is part of the larger whole now.

"Even if there isn't any job waiting at the end - it's scary but I know I can get a job doing something - the experience itself has been worth it," she says.

If attitude is any predictor of success, it seems that her potential for employment in her field should be high. She emphasizes that her family has been very supportive. Her husband, she says, "gets a kick out of the whole thing." Since her youngest son is currently a senior in high school and her husband is employed in the construction field as a project manager, she will not confine her job search to this area. "Ray and I will be free to travel and resettle," she notes, making it clear that the place she works won't be nearly as important as the fact that she will be able to work at a job in the career area she has chosen the second time around.



NANCY CARROLL pursues her second academic career, rehearsing on her guitar in one of the practice cubicles in Roberts Hall. (What's News Photo by Peter P. Tobia.)

Letters To The Editor

Long after the final curtain came down on Rhode Island College's rendition of Handel's *Messiah* last month applause could still be heard for the performance and the conductor.

Of special note is the letter reprinted below from Albert E. Carlotti, chairman of the state Board of Regents for Education. President David E. Sweet suggested *What's News* reprint the letter for its readers and the editors heartily concur.

December 3, 1980

Dr. Edward W. Markward
Associate Professor Music
Rhode Island College
600 Mt. Pleasant Avenue
Providence, Rhode Island 02908

Dear Mr. Markward:

The performance on December 1st of Handel's *Messiah* was excellent. You and your associates at Rhode Island College should be quite pleased.

This note is sent as a personal thank you, and on behalf of the Board of Regents, as an expression of our sincere appreciation to you, your splendid chorus and symphony orchestra, and the four soloists.

Governor Garrahy, President Sweet, my wife and I, and other members of the Board of Regents applauded your music and want you to know that the impact of the evening was extended far beyond the Ocean State Performing Arts Center.

The capacity audience shared, I am sure, your enthusiasm for the evening and the music. The faces of the singers and musicians reflected the spirit of the season and projected that well to appreciative listeners. Your audience included hundreds of old friends of the College—I am sure that many hundreds more left as new friends and with a sense of pride in "Rhode Island's College."

Sincerely,
Albert E. Carlotti,
Chairman

cc: Dr. Robert W. Elan
Dr. David E. Sweet

Lauds RIC

The letter below comes from Rhode Island's Teacher of the Year for 1981, Elaine M. Edwards. A seventh grade teacher at the Metcalf Middle School in the Exeter-West Greenwich school system, she was awarded the honor by the state commissioner of education in Dec. 18 ceremonies at the college.

December 22, 1980

Dear Dr. Sweet,

Thank you and your colleagues at Rhode Island College for the exquisite silver bowl that was presented to me as a part of the Rhode Island Teacher of the

Year program. It helped to make a special time even more so for me.

The recognition that I've received is extremely gratifying. However, I believe that I speak for literally thousands of Rhode Island's teachers when I express my appreciation to the college for its continuing contribution of quality leadership in education statewide.

Again, many thanks for my lovely gift. I will enjoy its beauty and usefulness now and in the years to come.

May you, Dr. McMahon, Dr. Bennett, and the entire Rhode Island College family enjoy a healthy and prosperous New Year.

Sincerely,
Elaine M. Edwards

Presidential Memo

The following memorandum was recently sent to members of the RIC Community by Dr. David E. Sweet, president:

In 1977 the administration initiated a review of the allocation of college resources to assess whether the college is expending its resources in the most productive fashion. As part of that effort the vice president for academic affairs last year asked the deans, supported by the Office of Institutional Research and Planning, to begin to prepare departmental profiles for all academic departments and centers. These profiles, which are in various stages of preparation, review the faculty resources of the department and various measures of departmental productivity with an eye toward determining the adequacy of the match.

I have also asked the other executive officers to initiate a similar project with the non-academic units which report to them. The responsibility for planning, organizing and coordinating the preparation of these non-academic "profiles" rests with the Office of Institutional Research. That office will be working closely with the unit directors and the appropriate executive officers on this very important project.

To provide the additional help needed by the Office of Institutional Research and Planning for this work, Mr. Burt Cross, director of the Records Office, will be on special assignment to that office for the period beginning Jan. 19, 1981, and ending no later than May 29, 1981. Mr. Cross will coordinate the preparation of the profiles under the direction of Dr. Lenore DeLucia. During this assignment Mr. Cross' office will be located in Roberts 100, telephone extension 8226.

The preparation of the non-academic profiles will include the following:

1. determination of peer institutions for comparative purposes;
2. selection of units to be studied;
3. consultation with units concerning appropriate measures of productivity;
4. review by each unit of the final draft of its profile prior to submission to appropriate executive officer.

Any proposals, comments, or ideas that you may have relative to this project will be greatly appreciated. Please share them with Dr. DeLucia and Mr. Cross.

Dr. Nazarian has appointed Mr. Joseph DiMaria, acting director of the Records Office, for this time period. I am sure that all members of the college community will cooperate with them as they undertake these additional responsibilities.

Sexual Harassment Policy Announced

Rhode Island College president David E. Sweet has announced the adoption of an interim policy on sexual harassment for the college, effective today. The policy and attendant procedures are stated in full below:

Rhode Island College Policy And Procedures Relative To Sexual Harassment

1.0 The Policy

1.1 In Executive Order No. 80-9, Governor Garrahy states that "sexual harassment undermines the integrity of the workplace, results in deleterious employment consequences to its victims, and must be eliminated." To this Rhode Island College adds that sexual harassment undermines the integrity of all academic activities: instruction, research, and service.

1.2 It is the policy of Rhode Island College to insure that both work and academic environs are free from sexual harassment.

1.3 By sexual harassment is meant "an attempt to coerce an unwilling person to unwanted sexual attention, or to punish a refusal to comply." It includes "a wide range of behavior, from the actual coercing of sexual relations to the forcing of sexual attentions, verbal or physical, on an unwilling recipient." (Quotations from Report of the Dean's Committee on Grievance Procedure, Yale University, March 1979.)

2.0 Complaint Procedures

2.1 Students, faculty, or staff who believe they have been the object of sexual harassment should file a complaint with the Affirmative Action Officer.

2.2 The Affirmative Action Officer will investigate the complaint in accordance with the procedures delineated in the College Equal Employment Opportunity/Affirmative Action Plan.

2.3 In cases involving physical force, or threat of physical force, the individual against whom that force or threat has been directed, or someone designated by that person to act on her or his behalf, should notify the College Security Department as soon as possible.

2.4 Reports and discussions at every level will be handled with complete confidentiality.

3.0 Procedure for Securing Advice and Other Assistance

Prior to filing a formal complaint with the Affirmative Action Officer, students, faculty, or staff who believe they have been sexually harassed may desire to discuss their individual situations with College personnel or receive assistance of various kinds. The academic deans (Dean of the Faculty of Arts and Sciences, Dean of the School of Education and Human Development, Dean of the School of Social Work, Dean of Continuing Education and Community Services, and Dean of the Graduate School), the Dean of Students, the Director of the Counseling Center, the Director of Health Services, and the chaplains have been officially designated to be available to provide help and advice, or, if necessary, to take intervening action when appropriate. In addition, such services may also be available from other individuals within the College community (e.g., individual faculty members, Counseling Center staff members, Health Service staff members, administrative officers, union representatives, etc.). If one of the latter members of the College community receives a request to provide assistance and does not feel qualified to provide such assistance to the person who has been sexually harassed, then the individual should immediately refer the request to one of the officials listed above. No individual within the College community should attempt to provide counseling or other assistance to one who has been sexually harassed unless he or she is both personally and professionally qualified to do so.

4.0 Effective Date

This policy takes effect January 19, 1981, as an interim policy of the College and shall remain in effect until:

4.1 the policy has been reviewed by the Council of Rhode Island College and by any College committee designated by the Council;

4.2 the Council has advised the President of any modifications which in its judgment should be made in the policy; and

4.3 the President has received the recommendations of the Council and acted on them in accordance with the Council Charter.

4.4 Only after subsections 4.1, 4.2 and 4.3 have been complied with will the President promulgate a permanent College policy on sexual harassment.

Mid-Year Observance Held

Nearly 200 students at Rhode Island College who completed requirements for their undergraduate degrees were honored at a ceremony and reception on Jan. 18 at 1 p.m. The event took place in the Donovan Dining Center. Students and their families attended.

The Rev. Glendon Heath, protestant chaplain at RIC, delivered the invocation. The RIC Chamber Singers performed several movements from Vivaldi's *Gloria* and Dr. David E. Sweet, RIC's president, brought

greetings. Sweet handed out certificates to the graduates indicating completion of degree requirements. The recipients may opt to return to the annual commencement exercises in May or they can choose to receive their diploma by mail at that time. A reception followed the certificate award ceremony.

The American Band offered a concert following the reception at 3 p.m. in Roberts Hall Auditorium. The theme of the program was The American Band Goes to the Circus.

Fire Destroys Skenyon's Home

An early Christmas morning fire virtually destroyed the home of Eleanor H. Skenyon, assistant principal at the Henry Barnard School, turning her and two of her visiting children out into the sub-zero cold.

Neither she nor her son, Leo, who is employed on Senator Pell's staff in Washington, nor her daughter, Mary Ellen, a New York attorney, were injured.

Skenyon said she awoke about 4 a.m. to the sound of crackling flames and "deadly smoke" around her bed. She roused her children and they left the wooden structure on 68 Homeward Ave., in North Providence "with nothing but the clothes on our backs."

Another son, John, who also resides in North Providence, was contacted and he took the three to his home. Eleanor stayed with John and his wife until after New Year's and, as of this writing, plans to accept an invitation from "one of the

many wonderful college people" who offered her their homes as a temporary residence.

"Some very kind college people have offered me a place to stay and I will take one of the offers somewhere nearby until I figure out what I can do," said Skenyon, who was back on the job after the holidays.

She said she has homeowners insurance.

Cause of the fire was attributed to the lining in the chimney which apparently could not withstand extended use. Skenyon said she had used the fireplace much of the day prior to the fire.

She said beams in the cellar apparently ignited from the hot bricks and had been burning some two hours before being discovered.

"Within 30 minutes after we left the house, the roof fell in," she said. The house, said Skenyon, is considered a total loss and will eventually be demolished.



SIGNING THE CONTRACT between the Urban Educational Center and the Opportunities Industrialization Center to operate the Educational Opportunities Center jointly are (L to R) Dr. David E. Sweet, RIC president; Roberto Gonzalez, director of the OEC; Michael VanLeesten, director of the OIC and Charles Walton, director of the UEC looking on. Ceremonies were at the UEC in Providence on Jan. 7.



ELEANOR SKENYON'S HOME is considered a total loss after a Christmas fire that routed her and her son and daughter into sub-zero temperatures at 4 a.m. No injuries were suffered.



Makes Debut

Concert pianist Judith Lynn Stillman, formerly of New York, will make her Rhode Island debut in a Jan. 20 concert at Roberts Auditorium.

Admission is free and the public is invited. Curtain time is 8:15 p.m.

Miss Stillman, RIC's first artist-in-residence and the first fulltime artist-in-residence at any of the state's colleges or universities, will perform two works with the RIC Symphony Orchestra: *Andante Spianato et Grande Polonaise* by Chopin and Beethoven's piano *Concerto No. 4 in G Major*.

To Exhibit Photos

Two women photographers who have studied with Angelo Marinosci and Lawrence Sykes of the RIC Art Department are exhibiting their photographs at the Urban Educational Center till Jan. 26.

The exhibit of work by Donna Mercurio and Jill Rogers will be presented in conjunction with the college art department.

Mercurio of Cranston is a nurse at Pawtucket Memorial Hospital. She is a gold key winner in the National Scholastic Awards competition. Rogers, who resides in Providence, is a staff member at the Providence Mental Health Clinic.

The orchestra will be conducted by Edward Markward. A reception will follow.

The concert, sponsored jointly by the RIC Department of Music and the Music Festival of Rhode Island, Inc., kicks off a fund-raising campaign for the Festival.

Miss Stillman was awarded both a bachelor's and master's degrees simultaneously in 1977 from The Juilliard School where she currently is a doctoral candidate - the youngest ever admitted to the D.M.A. program in the history of the school.

In addition to her concerts both in the United States and Europe and her studies at Juilliard, she's done post-graduate work at Yale (Yale-at-Norfolk Festival), the Berkshire Music Center (Tanglewood Music Festival), Sara Lawrence College, Queens College, and was a member of the Juilliard faculty, the City University of New York at Kingsborough faculty, and visiting artist-in-residence at Deep Springs College, California.

She's received professional training under the guidance of such notables as Leon Fleisher, Rudolf Serkin and Andre Watts.

Miss Stillman joined the RIC faculty as artist-in-residence and assistant professor last fall.

Pianist Egorov To Perform

Concert pianist Youri Egorov will appear at Roberts Hall on Thursday, Jan. 22.

The renown 26-year-old Soviet born instrumentalist began his study of music at age six, entering the Kazan Conservatory where he was enrolled for 11 years. In his late teens he studied at the Moscow Conservatory under the late Yakov Zak. In 1971, 17-year-old Youri won a prize in the Marguerite Long-Jacques Thibaud Competition in Paris.

He also won a Bronze Medal in 1974, after competing in the Tchaikovsky International Piano Competition in Moscow. During a 1976 concert tour of Italy, Egorov made the final decision to leave his homeland and now resides in the Netherlands.

His American debut, at the Van Cliburn International Quadrennial Piano Competition, sparked an unusual, though gratifying audience reaction, which no doubt stunned the performer. Having qualified for the semi-finals, Egorov was not announced as a finalist. Disgruntled members of the audience raised \$10,000 to equal the grand prize awarded the winner. The offering enabled Egorov to further his career in

America.

The pianist's New York City debut in January 1978, received rave reviews from all three of the city's daily newspapers. In April of that same year he played in Chicago where critics compared the 24-year-old Soviet expatriate to another Russian born pianist, 75-year-old Vladimir Horowitz.

All these events set the stage for Egorov's memorable Carnegie Hall debut on Dec. 16, 1978. The recorded concert was released in the United States on the Peters International record label. Once again, Egorov's performance earned him nearly unanimous critical acclaim. He has since toured America and Europe extensively, and has appeared in recital with Maestro Edo De Waart and the Rotterdam Philharmonic at the reputable Hong Kong Festival.

The RIC concert sponsored by the college's Performing Arts Series, will begin at 8 p.m. General admission will be \$6.50. Senior citizens and non-RIC students with an I.D. will be admitted for \$4.50, and RIC students will be charged \$3.00 with an I.D. Tickets are available at the Roberts Hall Box Office. For further information call 456-8144.



YOURI EGOROV

Viva La Dance!

While most of us were dancing around trying to keep warm over the semester break, pupils at the Henry Barnard School were doing their best to keep in step with the Festival Ballet Company.

The professional dancers were part of a dance-in-residence program at the school from Jan. 5-9 which was organized by the state Council for the Arts.

Prior to the start of the program a film or two on dance was shown to "warm up the student body to the notion that dance is a healthy, universal form of expression," said Bonnie Fluck, publicity chairman.

This was followed by two lecture-demonstration-rap sessions with the dancers and then a series of dance

workshops for pupils from the first through sixth grades.

Topping off an exciting (and no doubt heat generating) week for the youngsters was the chance to observe the dance company performers prepare for a performance which was presented Friday afternoon in Roberts Hall.

Parents, relatives and friends of the school children as well as the public were invited to attend the activities sponsored by the HBS Parents' Association, the state Council on the Arts Education Program, the New England Touring Program, the Artists in Education Program of the state Council for the Arts and the National Endowment for the Arts.

Calendar Of Events

JANUARY 19 - JANUARY 26, 1981

MONDAY, JANUARY 19

7 p.m. *Women's Basketball*. RIC vs. Clark University. Away.

TUESDAY, JANUARY 20

7 p.m. *Gymnastics*. RIC vs. Boston State College. Away.

8:15 p.m. *Piano Concert*. Judith Lynn Stillman, concert pianist and RIC's first fulltime artist-in-residence, will perform with the RIC Symphony Orchestra conducted by Dr. Edward Markward. Admission is free. A reception will follow. Roberts Auditorium.

WEDNESDAY, JANUARY 21

5:30 p.m. *Wrestling*. RIC vs. Boston State College. Home.

8:30 p.m. *Men's Basketball*. RIC vs. Western New England College. Home.

THURSDAY, JANUARY 22

11 a.m.-4 p.m. *Collage Display*. Collages by Richard Lutske who is affiliated with the O.K. Harris Gallery, N.Y.C. Continues through Feb. 6. Art Center, Bannister Gallery.

5:30 p.m. *Women's Basketball*. RIC vs. Fitchburg. Away.

7 p.m. *Gymnastics*. RIC vs. Keene State College. Away.

8 p.m. *Performing Arts Series*. Youri Egorov, classical pianist. Admission is \$6.50 general, \$3 with a RIC I.D. Tickets go on sale approximately one week prior to the event at the Roberts Hall Box Office. Call 456-8144. Roberts Auditorium.

SATURDAY, JANUARY 24

1 p.m. *Wrestling*. RIC vs. Worcester Polytechnic Institute and the University of Maine (Presque Isle.) Away.

1-4 p.m. *Auditions*. For spring alumni theatre production. For further information call 456-8086.

2 p.m. *Gymnastics*. RIC vs. West Point. Away.

2 p.m. *Women's Basketball*. RIC vs. Plymouth State College. Home.

8 p.m. *Men's Basketball*. RIC vs. Southern Connecticut State College. Home.

SUNDAY, JANUARY 25

10 a.m. *Sunday Mass*. Student Union Ballroom.

7 p.m. *Sunday Evening Mass*. Browne Hall, Upper Lounge.